Great Wilbraham Primary School July 2016

Governors' Statement of General Principles for a Behaviour Policy

Good behaviour should be promoted through the development of a positive environment and ethos in keeping with Great Wilbraham's church status, together with high quality teaching and learning.

The behavioural policy of the school is underpinned by core principles that encourage pupils to have respect for

- themselves, for their peers and for adults;
- the rights of others, including teachers;
- the property of others, including the school

It will also encourage

- accountability for their own behaviour;
- self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- positive behaviour
- pupil's sense of belonging in the school community;
- a partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

The general principles may be summarised as:

- respect for people,
- respect for property and
- respect for the school.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LEA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

School statement on the use of powers of searching pupils and the reasonable use of force

Items which are illegal or considered dangerous are not allowed in school and will be removed from any pupil bringing such items to school.

School staff may search pupils with their permission for any item that is banned by the school rules.

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. The school will not normally conduct a 'without consent search' but will contact the child's parents instead. The use of this power will therefore be an absolute last resort.

Use of reasonable force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The headteacher should be informed of any incident that has led to the use of these powers, which will be recorded.

Where specific policies are covered by Law, the school will ensure all duties are carried out according to both the letter as well as the spirit of said law.

These include but are not limited to:

Equalities: In carrying out their duties (under section 88 of the Education and Inspections Act), governors must ensure that they comply with their duties under the Equality Act (EA) 2010. Of particular note is the public sector equality duty, set out in section 149 EA 2010. This requires that public authorities must, in the exercise of their functions, have due regard to the need to:
(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the EA 2010;
(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
Behaviour,including Anti-bullying: Section 89 of the Education and Inspections Act 2006: provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; and
 gives head teachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.
Pupils with special educational needs (SEN) and disabilities: The term SEN encompasses a wide range of types of need. The established categories of SEN are: specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, behavioural, emotional and social difficulties, speech, language and communications needs, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autistic spectrum disorder. According to current research one if five pupils has SEN. Further to section 85 and Schedule 10 to the Equality Act 2010 schools (and local authorities) are required, amongst other things: not to discriminate against disabled people in their access to education for reasons relating to their disability; to plan to increase progressively, and over time, access to schools by disabled pupils and prospective pupils.
Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
Health and safety: With regard to the Health and Safety at Work etc. Act 1974 and related Regulations, the EA 2010 does not require governors to place employees or pupils at an inappropriate risk if a health and safety issue arises. However, changes to policies and procedures and/or the provision of training may mitigate any health and safety risks that arise in relation to disabled people or pupils. The risk assessment process carried out to comply with health and safety legislation may provide an opportunity to consider adjustments required by the EA 2010.